

Unit Planning Guide: Grade 12 Unit 7 of 8–A

Unit Title: Telling My Story (weeks 31–35)	Pacing (Duration of Unit): 5 weeks
Grade: 12	Buffer Day(s):3

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

<p>Standards (Priority Standards in bold):</p> <p>W.12.3 (Educational Journey Papers) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points(s) of view, and introducing a narrator and/or characters; create a smooth progression of experience or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (a sense of mystery, suspense, growth, or resolution.)</p> <p>d. Use precise words, and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <ul style="list-style-type: none"> Supporting L.12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p>WiDA Standards (ELL)</p> <ul style="list-style-type: none"> Standard 1: ELLs communicate for Social and Instructional purposes within the school setting Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts <p>In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Decoding academic and domain-specific vocabulary is essential for college and career readiness
- Multiple narrative techniques can be used to convey real or imaginary experiences
- Skillful use of narrative technique engages a reader

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- Why do I need a rich vocabulary to be successful in college, career and life?
- How can I engage a reader in a real or imaginative story?

Acquisition (*Mostly assessed through traditional summative assessments)

<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p>Students will know ...</p> <ul style="list-style-type: none"> • That college and career readiness requires knowledge of general academic and domain –specific words and phrases • That a writer uses variety of narrative techniques to develop real or imaginary experiences • That a well developed narrative incorporates and engaging introduction, detailed evidence and precise word choice , smooth transitions and an effective conclusion 	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom’s Level of Learning should be noted in parentheses.</u>)</p> <p>Students will be skilled at:</p> <ul style="list-style-type: none"> • decoding the meaning of general academic and domain –specific words and phrases(Understanding) • using a variety of narrative techniques to convey real or imaginary experiences (Creating) • creating a narrative which engages a reader (Creating)
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